# Colchester Public Schools
# Application for Approval of Field Trip

Overview: This form must be completed by all staff to request approval of a field trip.

**Directions:**

1. Complete the form attaching all applicable documentation and submit to your administrator. The application must be submitted **at least two weeks prior for in-state** field trips, and t**wo weeks and two months prior for out-of-state** trips.
2. The Administrator will recommend or not recommend. If approved, the form must be sent to the Superintendent.
3. The Superintendent will either recommend or not recommend and will bring to the Board of Education if the request is for an out-of-state field trip.
4. If applicable, the Board of Education reviews and makes the final decision.

Today's Date: 04/27/22

## Field Trip Information

| | |
|---|---|
| **Applicant Name:** Marinne Cheney | **Method of Transportation:** Bus, Plane |
| **School:** BA | **Bus Service Number(s)** *(if applicable)*: |
| **Grade(s) and Group(s):** Choir and Band | **Number of Students:** TBD 60-100 |
| **Date(s) of Trip:** March 24-28 2023 | **Number of Day(s) of Trip:** 5 |
| **Event:** Performances and Workshops in Disney World | |
| **Destination:** Walt Disney World, FL | **Phone Number:** |
| **Address** (for each destination): | **State:** FL |
| **Time of Departure From School:** TBD<br>**Time of Arrival Back at School:** TBD | **Special Clothing and/or Equipment Required:** Concert Attire/ Band Instruments |

## Student Cost Information

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|---|---|
| ***Cost to Student:** $ 1495 - Estimated | **Suggested Student Pocket Money:** $ 150 |

## Supervision Information (List names of all employees, other chaperones, and cell phone number for each)

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|---|---|
| 1. **Name:** Marinne Cheney | **Cell Phone:** [redacted] |
| 2. **Name:** Tom Kessler | **Cell Phone:** [redacted] |

**List all adult chaperones:** Ratio of adult chaperones to students must be at least: 1:5 for Grades K-2, 1:8 for Grades 3-5; 1:10 for Grades 6-8; and 1:15 for Grades 9-12 (one-day trips) or 1:10 (overnight trips)

TBD because chaperones will need to pay for part of their cost: Lynn Goodwin, Amy Begue, 2 parent chaperones, more parents and or staff will be asked if necessary at the discresison of Mr. Peel

## Administrator Signatures

**Applicant Signature** Marinne Cheney

**Administrator's Signature** ☑ **Recommended** ☐ **Not Recommended**

**Superintendent's Signature** ☑ **Recommended** ☐ **Not Recommended**

## Board of Education (if applicable)

| | |
|---|---|
| **Board of Education Meeting Date:** | ☐ **Recommended** ☐ **Not Recommended** |

## Bus Information

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|---|---|
| **Bus Reservation Date:** | **Price of Bus(es): $** |

*If a trip to a foreign country, please complete and attached the CIRMA insurance application and notify parents of coverage

# Field Trip Instructional Plan

**Colchester Public Schools**

**Field Trip Location(s):** Orlando Florida, Disney World

**Reference Check:** Visited site on: N/A *or* Spoke with: N/A

**Name:** Marinne Cheney **Grade/Group:** Choir/Band
(Teacher(s) completing this form)

## Instructional Focus of Trip

- **This field trip is directly related to curriculum** ☐ Yes ☐ No
- **Curriculum Unit(s):** See attached Document
- **Specific Curriculum Standards Addressed by Field Trip** (please refer to CT Core and disciplinary standards)**:**

- **Assessment of Student Learning** (describe or attach the work students will complete upon their return to convey the learning)**:**

**Trip Agenda/Activities**: List/attach entire break out of times for each day. Include travel time and all activities. Attach additional sheet if needed.

| DATE/TIME | LOCATION | ACTIVITY |
|---|---|---|
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**Approvals:**

Department Chair (High School Only) — Date 4/27/22 — ☑ Approved ☐ Denied

Principal — Date 4/28/22 — ☑ Approved ☐ Denied

Director of Teaching and Learning — Date 4/28/22 — ☑ Approved ☐ Denied

**Choir/Band Trip to Orlando:** April, 2023 Itinerary and Curricular connection and Assessment.

**History and Proposal**

This trip was previously planned for April of 2020 and was approved by the BOE in the spring of 2019. That trip was approved based on the understanding that all students who wanted to attend regardless of financial need would have the opportunity to go through fundraising events. We raised enough funds for all 69 students who wanted to attend, a significant percentage of the choir program. When the country shut down in March, 2020 and Disney closed, families were (eventually) given a full refund with the exception of a JetBlue voucher instead of cash. It took time and effort in an unprecedented time. Moving forward, to ensure families receive at least a 75% refund for canceling their trip participation for any reason, they will have the option of purchasing trip insurance for a cost of about $30. Group trip insurance does not offer a cancel for any reason policy (which would have been needed for the country shut down in 2020). I can strongly encourage (or mandate) families to purchase this and get them necessary information easily should the Board of Ed or the Superintendent wish for us to proceed with this plan.

Now that travel is once again possible to do safely, we feel that it is important to take this trip for several reasons. Music instruction was greatly reduced for about 17 months with little to no opportunities to perform. Due to scheduling and covid restrictions, music programs across the state including ours have suffered a drop in student involvement. All professional performing arts around the world stopped for over a year. 75% of our music students have not had an authentic high school choral or band experience and that includes performing, community building, learning in a standard choral and band atmosphere, and experiencing live professional performances either in a festival ensemble or as an audience member.

Traveling again will not only help to address all of the needs listed above, but also strengthen our music program and build community. This will have the positive side effect of a boost in recruitment and retention in our program, something that seems more important than ever after 2020.

**Tentative Itinerary**:

Travel dates are limited to the competition and performance schedule Disney puts out. March 24-28 is over a weekend that would be less expensive on which to travel than during a vacation week. This is also right after our March concert which is an important performance to have before going to competition.

Friday:

5ish AM: Students depart BA on a coach bus for the airport and fly to Orlando. After claiming baggage, take transportation to the hotel. After checking into the hotel, students proceed to a park for a musical theater performance and evening of events.

Disney Pop Century Resort
1050 Century Dr.
Lake Buena Vista FL
407-938-4000

Saturday: AM Breakfast at hotel. Coach bus picks up students to take them to the performance/competition. Students perform/compete. Spend evening in Park.

Sunday: AM breakfast at hotel. Disney transportation to the parks for musical events. Return to hotel to prepare for workshop. Coach bus takes students to attend the musical workshop on Disney property.

Monday: AM Breakfast at hotel. Disney transportation to park for day. Coach bus picks students up at hotel to attend awards ceremony and receive the results of the competition in evening. Return to hotel.

Tuesday: AM breakfast at hotel. Students travel home and arrive back at BA. Time TBD.

## Cost to Student

Cost for this trip is estimated at: $1495 per student based on an estimated airfare and number of student participants which are both subject to change.

The dates we chose are partially in an effort to keep the cost as low as possible by not traveling during the busiest weeks of the year when Disney and Airlines raise prices. These dates are open to change if need be.

Money has been raised over the past few years with our Jazz Night ticket sales and Singing Valentines Fundraisers. In the 2018-2019 school year we did a bake sale/donation at our Spring Concert and a Braided Pastry Fundraiser in April. In the fall of 2021 we sold Lyman Orchard pies and cookie dough and in June of 2022 we plan on doing another bake sale donation for the Pops Concert as well as all upcoming concerts in the 2022-2023 school year with all funds going towards helping pay for this trip.

In the Fall of 2022, parents will help to organize a Choir Car Wash. Parents will be contacted as early as possible about this trip to help them plan ahead as well as to get in contact for any financial assistance needed. Parents of soon to be Seniors are especially invested in this trip moving forward because many of their students were supposed to go when they were Freshmen in 2020.

## LOCATION/DESTINATION and TRIP DURATION

The state of Connecticut has very few music opportunities to offer outside of the individually auditioned Region and All State Festivals. To take an entire class/ensemble somewhere to perform or compete requires leaving the state and surrounding areas and going to where the events are offered. Virginia Beach, Nashville, Cleveland, Philadelphia, Quebec, and Orlando are popular destinations for high school music programs.

The music department rotates its trips on a 2 or 4 year basis in order to offer students opportunities to perform in multiple locations and time to raise funds. The hope for the future is to rotate A, B, C and D years. A and C years being a close, short trip perhaps 1 - 2 days. B years would be a further away trip on a bus or plane, about 3 days, and a D year is Disney, which is 5 days. This offers students shorter, closer to home trips, a possible international opportunity, and the chance to perform and compete on a large scale, national level. Disney is proposed for 2023 in part, for the latter reason. Having a trip plan such as this is crucial to promoting and retaining students in our music program. The goal of traveling to Disney every four years is and has been an excellent recruitment tool for us and has proven to be effective for many high school music programs around the state. All of our colleagues in our Eastern Region take this same trip every 4 years.

Disney requires 5 days away to allow travel time, competition, workshop, awards ceremony, and many musical events students will attend while in the parks. Dates are limited and are decided by Walt Disney World. Trips for the music department would never be able to be “private” trips because competitions and adjudication events are only held for school groups and are only during the school calendar year. We do our best to have our students miss as little class time as possible. There are several other possible dates we could choose for this trip, all from Thursday to Monday or Wednesday to Sunday. In an effort to keep the cost of this trip as low as possible, we are not traveling during the peak busy weeks (school vacation) when their prices are raised.

At Bacon Academy students missing 2 days of school results in missing one of each of their classes (one A day, one B day). Many students in Colchester have never left the state before, and to take a multiple day trip to another part of the country gives them a broad experience that can help prepare them for the real world as well as expose them to many opportunities they do not have at home. An important skill they learn is how to travel and how to work together and problem solve over multiple days -- (this is indeed innovative thinking in a dynamic world).

Trips are of great benefit to the music department at Bacon Academy. Students look forward to traveling as a music group and keeping this tradition alive benefits music students and the music program’s reputation in Colchester. When students can take their dedication and hard work to another location and receive feedback and recognition from professionals, they feel a great sense of pride and accomplishment that only comes from a travel experience. It inspires them to keep working and it sets an example for future students who come through the music program.

## Curricular Connection:

Music is co-curricular and is unique in this way. Students are required to meet outside of the school day to perform. Our curriculum includes providing students with enriching performance opportunities outside of Bacon Academy. The National Music Content Standards are Creating, Performing, Responding, and Connecting. We meet all of these standards through Performances, Festivals, Workshops, and Competitions which allow for students to prepare, rehearse, and perform challenging repertoire, gain feedback from professionals from all over the world, listen to and respond to other performance groups both their age and at the professional level, and broaden their musical understanding in order to make deep and meaningful connections to their own practice as musicians. These experiences meet our Bacon 10 standards 1, 4, and 6 and all of our core values.

**Why DISNEY**

A Disney (Or Universal Studios) location specifically offers the opportunities to meet **all** of the above curricular standards in several ways. Disney does an exceptional job of providing myriad musical opportunities for students. Students may perform, compete, respond to many live performances by their peers as well as professionals, and take workshops during their stay. Disney has one of the highest musical and performance standards in the country and some of the greatest performers in the world work there. Students can see shortened Broadway level shows, street performers, and parades in every park. Employees at Disney are referred to as Cast Members because once a guest has entered Disney, the entire experience is part of a performance by Disney itself. Students can learn how this applies to music, theater, performance, and what it means to be a performer. Students would compete on an international level as schools from all over the world travel to that location. This is an unparalleled destination and offering this opportunity to Bacon Academy students is exceedingly worthwhile. Between Connecticut and Florida, there is no other location that offers this level of musical education.

Students will meet the following curriculum expectations and National Core Arts Standards (Detailed Descriptions of standards are on the last page):

**Before trip:**

Students must prepare and perform repertoire *for application video* to be submitted to Disney in order to be accepted to perform in WDW -- Assessment through informal discussion and viewing of the video before submission: Standards #4 and # 7.

Students prepare concert repertoire (different from above) for their *performance* in WDW -- Formal assessment through performing at Bacon Academy in the March Concert. Informal assessment through detailed discussion and critique after concert: Standards #1, #2, #3, #4, and #7.

**During trip:**

Travel to WDW, perform in front of an international audience and compete against international choirs at Festival Disney and receive feedback from world renowned musicians. Assessment

- will be formal, immediate feedback from the judges and the results of competition at the awards ceremony.: Standards #3, #5, #6, #8, #10

Develop fundamentals, reinforce performance concepts, fine-tune techniques with a hands on workshop session. Session is run by a world class Disney professional musician. Students also learn about voice over work and return home with a DVD of their performance during the workshop. Informal assessment through feedback from Disney Professional. Standards #3, #4, #5, #6, #8, #9, #10, #11

Enrich learning experience by attending professional musical theater performances at the parks. Each park has multiple shows to attend and the students are required to see at least one show per day. Assessment will be through informal discussion as a group upon returning home: Standards #7, #8, #9.

**After trip:**
Proudly return home and utilize knowledge from this experience for future musical learning and performance endeavors. Standards: #10, #11.

## Detailed Description of National Arts Standards

### Before Trip:

**CREATING**

Anchor Standard #1*: Generate and conceptualize artistic ideas and work. • Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

o Essential Question: How do musicians generate creative ideas?

Anchor Standard #2*: Organize and develop artistic ideas and work. • Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

o Essential Question: How do musicians make creative decisions?

Anchor Standard #3*: Refine and complete artistic work. • Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

o Essential Question: How do musicians improve the quality of their creative work?

**PERFORMING**

Anchor Standard #4: Select, analyze and interpret artistic work for presentation. • Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

o Essential Question: How do performers select repertoire?

**RESPONDING**

Anchor Standard #7: Perceive and analyze artistic work. • Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

o Essential Question: How do individuals choose music to experience?

## During Trip

**CREATING**

Anchor Standard **#3***: Refine and complete artistic work. • Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

o Essential Question: When is creative work ready to share?

**PERFORMING**

Anchor Standard **#4**: Select, analyze and interpret artistic work for presentation. Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

o Essential Question: How does understanding the structure and context of musical works inform performance? Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

o Essential Question: How do performers interpret musical works?

Anchor Standard **#5**: Develop and refine artistic techniques and work for presentation. • Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

o Essential Question: How do musicians improve the quality of their performance?

Anchor Standard **#6**: Convey meaning through the presentation of artistic work. • Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

o Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**RESPONDING**

Anchor Standard **#8**: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

o Essential Question: How do we discern the musical creators' and performers' expressive intent?

Anchor Standard **#9**: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

o Essential Question: How do we judge the quality of musical work(s) and performance(s)?

## After Trip

**CONNECTING**

Anchor Standard **#10**: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

o Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Anchor Standard **#11**: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

o Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

# Field Trip Cost Form

Date(s) of Trip: March 24-28

Event: Performances and Workshops in Disney World

Number of Students:

TBD

M&J Bus(es) ONLY

Estimated Hours for trip:
(Add 1 hour pre/post trip)

Number of Buses:

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Per Student Calculations:

| | M&J Bus(es) ONLY | Coach Bus(es) ONLY |
|---|---|---|
| Admission per student: | | |
| Miscellaneous Fees per student: | | |
| Total admission and miscellaneous fees: | | |
| Cost of Bus | See paperwork | |
| Total Field Trip ***Cost per Student:** | | |

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Additional Costs:

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|---|---|
| Number of Substitute Teachers | 3 |
| Rate per Day<br>Special Education costs | |
| Cost Associated if Nursing Required | |
| Total ***Cost to District:** | 0 |
| Total ***Cost of Trip:** | |

**Alternate funding for trip provided by:** Fundraisers. See attached form.

***Insert these costs on the accompanying Field Trip Application**

Form updated 5.27.21